Arizona Department of Education

STANFORD

A C H I E V E M E N T   T E S T

N i n t h   E d i t i o n

Spring 2003   *Grades 2 through 9*

Test Coordinator's Manual

Arizona Student Achievement Program

Harcourt
Educational Measurement

A Harcourt Assessment Company

999-8259-46-0

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GENERAL INFORMATION

The Arizona Student Achievement Program uses the *Stanford Achievement Test* Series, Ninth Edition (*Stanford 9*), to test Word Study Skills (Grade 2 only), Reading Vocabulary (Grades 2 through 9), Reading Comprehension, Mathematics Problem Solving (Grades 2 through 8), Mathematics Procedures (Grades 2 through 8), Mathematics (Grade 9), and Language (Grades 2 through 9). Districts also have the option, at district expense, of administering the *Otis-Lennon School Ability Test*, Seventh Edition (OLSAT7), in these grades. The *Stanford Achievement Test* Series, Ninth Edition (*Stanford 9*) is published by Harcourt Educational Measurement.

The instructions contained in this manual are a supplement to the *Stanford 9 Directions for Administering*. This manual deals with the responsibilities of the District/Charter Holder Test Coordinator, Building Test Coordinator, and test administrator for receiving and distributing test materials, administering the tests, and collecting and returning answer documents to the Harcourt Educational Measurement (Harcourt) Scoring Center in San Antonio, Texas.

The *Directions for Administering* provide instructions for test preparation and administration in the classroom. These directions, as well as the instructions contained in this manual, should be read carefully before test materials are distributed and before test administration begins.

This year's testing is scheduled to occur March 17, 2003 through May 1, 2003. Completed *Stanford 9*/OLSAT7 scorable documents must be shipped no later than **Tuesday, May 6, 2003** to arrive at the Harcourt Educational Measurement Scoring Center in San Antonio **no later than Friday, May 9, 2003.**

Questions regarding test materials, processing, scoring, or reporting for the Arizona Student Achievement Program should be directed to:

<div align="center">

Arizona Program Coordinator
Harcourt Educational Measurement
(toll free) 1-800-800-8305, extension 5645 or 5620

</div>

For questions concerning test materials for grades other than 2 through 9, contact Customer Service at 1-800-228-0752 or the Arizona Measurement Consultant, Mickey Geenen, at 480-941-1977. Scoring and reporting inquiries for grades other than 2 through 9 should be directed to our Scoring Hotline at 1-800-328-5999 or to Mickey Geenen at 480-941-1977.

The remainder of this Arizona *Test Coordinator's Manual* is divided into three sections. The first section (beginning on page 7) describes the responsibilities of the District/Charter Holder Test Coordinators. Procedures prior to, during, and after test administration are discussed, including procedures for the District/Charter Holder Test Coordinators to follow in order to make sure that all materials are organized, packed, and returned appropriately. Careful attention to this section will assure prompt processing and return of district, school, and student-level reports from the Scoring Center. A checklist is provided to assist the District/Charter Holder Test Coordinators in completing the required procedures.

The second section (beginning on page 21) describes the responsibilities of the test administrators who will actually administer the *Stanford 9*. Responsibilities of test administrators prior to, during, and after test administration are addressed.

GENERAL INFORMATION

The third section contains the Appendices. **Any page with a copyright notice at the bottom of the page may be photocopied if necessary and provided to each test administrator.**

TEST LEVELS AND FORMS

Grade	Stanford 9 Level	Stanford 9 Form
2	Primary 2	TA
3	Primary 3	TA
4	Intermediate 1	TA
5	Intermediate 2	TA
6	Intermediate 3	TA
7	Advanced 1	TA
8	Advanced 2	TA
9	TASK 1	TA

Figure 1: Test Levels and Forms

SCHEDULE OF IMPORTANT DATES

Events	Dates
Test Materials Delivered to Districts	February 10–14, 2003
Deadline for Additional Material Requests to Harcourt Educational Measurement	March 7, 2003
Test Administration Dates	March 17–May 1, 2003
Deadline to Schedule Pick-Up of Scorable Answer Documents for UPS	May 1, 2003
Return of Materials to be Scored to the Harcourt Educational Measurement Scoring Center	May 6, 2003
Final Date for Materials to be Received by Harcourt Educational Measurement	May 9, 2003
Score Reports Due in Districts	30 days after receipt of processable materials

Figure 2: Schedule of Important Dates

DISTRICT/CHARTER HOLDER TEST COORDINATORS   SPRING 2003

RESPONSIBILITIES OF THE DISTRICT/CHARTER HOLDER TEST COORDINATORS

As District/Charter Holder Test Coordinator, your primary responsibility will be to act as a liaison between your district's Building Test Coordinators/test administrators, the Arizona Department of Education, and Harcourt Educational Measurement. Your major responsibilities include the following:

- working with district personnel to coordinate testing procedures and schedules;
- checking test materials shipments to determine whether there are sufficient materials for each test administrator;
- assigning Building Test Coordinators (if needed*) and test administrators, assisting in scheduling test sessions, and supervising make-up testing;
- making certain that all test materials are secure before testing and between test administration sessions;
- providing a training session for all Building Test Coordinators and test administrators;
- distributing test materials to Building Test Coordinators/test administrators and making sure that an accurate accounting of all materials assigned to each test administrator is maintained;
- monitoring the testing;
- collecting, inventorying, and returning all test materials; and
- packaging and returning completed *Stanford 9*/OLSAT7 or Grades K or 1 scorable documents to:

<div align="center">

Harcourt Educational Measurement Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259

</div>

NOTE: *Stanford 9*/OLSAT7 may be shipped together. Grades K or 1 catalog documents must be shipped separately. See the checklists and instructions which follow.

Your cooperation with this testing program is greatly appreciated.

* If there are two or more schools in your district, you may wish to appoint a Building Test Coordinator in each school to be responsible for carrying out some of the responsibilities noted above. You should also plan to keep the principal of each school informed about all testing activities.

PROCEDURES PRIOR TO TEST ADMINISTRATION

Assisting Teachers in Scheduling Test Sessions

Make certain that the allotted time for each test session has been arranged in each classroom/ grade. **All tests, including make-up tests, must be completed by May 1, 2003. Answer documents must be received at the Scoring Center by May 9, 2003.**

A proposed schedule for the administration of the *Stanford Achievement Test,* Ninth Edition, can be found in the *Directions for Administering* and on page 42 of this manual. The time limits for each subtest must be strictly followed. Provide the number of minutes of uninterrupted testing time indicated for each subtest, NO MORE, NO LESS.

The room(s) selected for the administration of the tests should not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to consider when selecting a site. Comfortable seats and smooth, hard writing surfaces are also important. Writing surfaces should be large enough to accommodate a folded test booklet and an answer document. Seats should be arranged in such a way that students will not be tempted to look at the answers of others. To prevent confusion, arrangements for the seating of students should be completed prior to test administration.

Training Test Administrators

Every effort should be made to ensure that the tests are administered properly. Any deviation from the procedures set forth in the *Directions for Administering* could invalidate the test results. Memoranda issued from the central office can help to prepare the examiners. A review of the entire test administration procedure (schedules, assignments, etc.) at a staff meeting is necessary.

In staff meetings, discussions should cover the following:

- room arrangements,
- scheduling and timing of subtests,
- preparing students,
- administrative procedures concerning secure materials,
- completing student identification information,
- test administration, and
- proctoring.

The *Directions for Administering* should be distributed to the test administrators upon receipt in the district in order that teachers fully understand the procedures to be used.

Receiving Shipments of Test Materials

The state will provide, for Grades 2 through 9, quantities of *Stanford 9*/OLSAT7 answer documents (Grades 3–9), *Stanford 9* test booklets, *Directions for Administering*, practice tests and directions (for Grades 2–4 only), and various ancillaries. *Stanford 9* test booklets and materials will be shipped to the districts in one shipment.

All testing materials will be shipped from Harcourt Educational Measurement to the District/ Charter Holder Test Coordinator. District/Charter Holder Test Coordinators are then responsible for getting materials to individual schools. Materials will be shipped in specially designed boxes called "dual-purpose cartons." Each carton's inner and outer flaps are designed to be easily used for both receiving and shipping materials, depending upon which set of flaps is on the outside (see Packing Answer Documents on page 16). The dual-purpose cartons are strong and durable and should allow for receiving materials from the vendor and returning used test/answer documents to the scoring center, using the same cartons.

Shipment and Arrival Schedule

Delivery of materials to districts will begin on February 10, 2003 and will be completed no later than February 14, 2003.

Shipment Configuration

Materials will be provided to each district according to the enrollment information provided by the district, plus a ten percent (10%) overage for practice test booklets for Grades 2, 3 and 4, Grade 2 machine-scorable test booklets, and answer documents for Grades 3–9. Each carton will be clearly marked and numbered in sequence, Box 1 of 5, Box 2 of 5, etc. The packing list will be in Box 1. The materials will be packed by district for all districts.

The shipment will contain the following items as requested for the grades within a district:

- *Stanford 9* Machine-scorable Test Booklet (Grade 2 only)
- *Stanford 9* Reusable Test Booklets (Grades 3–9)
- *Stanford 9 Directions for Administering* (Grades 2–9)
- *Stanford 9* Type 1 Machine-scorable Answer Document (Grades 3–9)
- *Stanford 9* Practice Test Booklets (Grades 2–4)
- *Stanford 9* Practice Test *Directions for Administering* (Grades 2–4)

Test Coordinator's Kit will contain:

- Arizona *Stanford 9* Order for Scoring Services Form (Yellow)
- Test Coordinator's Manual
- Master File Sheets
- Scoring Service Identification (SSID) Sheets
- Paper Bands
- Packing List(s)
- UPS return shipping label(s)
- Cover letter
- *Stanford 9* Rulers
- Orange return labels

The materials shipment will arrive between February 10–14, 2003. The quantity of each item sent will be indicated on the packing list included with the shipment, as shown below.

NOTE: The document shown above is an example. Actual document may differ slightly.

Figure 3: Sample Packing List

Inventorying Test Materials

District/Charter Holder Test Coordinators should immediately inventory all materials received using the following checklist:

❑ 1) Open Box 1. Examine the packing list to determine the total number of cartons in the entire shipment.

❑ 2) Count the total number of boxes received and compare it to the number of boxes shipped. If by March 7, 2003, the total number of boxes indicated as shipped have not been received, call Harcourt Educational Measurement's Arizona Program Coordinator, **immediately** at 1-800-800-8305, extension 5645 or 5620.

❑ 3) Inventory the contents of the shipment by comparing the quantities indicated on the packing list with an actual count of the materials contained in the shipment. *Deadline for ordering additional materials is March 7, 2003.*

❑ 4) Verify the materials received in each District shipment against the packing list for your District. Check the quantities received against the materials actually necessary for testing in each school and make an item-by-item note of any discrepancies which may exist in each District shipment. Once all shortages have been noted for every school, calculate the district-wide shortage. **To report any discrepancies or if additional items are needed call the Arizona Program Coordinator, toll free at 1-800-800-8305, extension 5645 or 5620, on or before March 1, 2003.** Please note that order adjustments cannot be shipped on an item-by-school basis. **Only district wide adjustments will be shipped. Additional orders requested after March 7, 2003 may not be received in time for testing to begin promptly and will be shipped by overnight delivery at an additional expense.**

❑ 5) Districts should retain the dual-purpose cartons in which materials are shipped. These cartons should be used to return answer documents to the Scoring Center.

PROCEDURES DURING TEST ADMINISTRATION

Monitoring the Secure Administration of the Test

The most critical time for the District/Charter Holder Test Coordinator is during the days of actual test administration. District/Charter Holder Test Coordinators should be actively involved in test administration through careful supervision and monitoring of procedures described in this handbook.

Securing Test Materials Between Test Administration Sessions

The District/Charter Holder Test Coordinator is responsible for monitoring the secure storage of test materials between testing sessions. Test booklets and student answer documents must be stored in a locked, secure location in each school when not in use.

PROCEDURES AFTER TEST ADMINISTRATION

Completing the Master File Sheet

Information you enter on this sheet will be used at the Scoring Center to verify that your district's entire return shipment of machine-scorable test booklets and answer documents for Grades 2 through 9 has been received. **Please ensure that an accurate accounting of all documents has been completed.**

Master File Sheets will be provided for *Stanford* 9. The Master File Sheet will identify *Stanford 9* documents at the bottom of the form in the box labeled "Testing Program." The box will have the following designation that will identify program materials (see Figure 4 on page 13):

- **AZ9ON —** *Stanford* 9 Machine-scorable Test Booklet/Answer Folder (Grades 2–9)

To complete the Master File Sheet you must:

- add any school(s) that are not on the list; include the CTDS code number;
- indicate school name changes, if necessary. Print the name exactly as gridded on the SSID Sheet (the way you want the name to appear on the score reports — limited to twenty (20) character spaces);
- delete schools that no longer exist or that did not participate in the *Stanford* 9;
- report "Number of Groups" to represent number of classrooms to be scored. If scores are to be reported by grade — "Number of Groups" will be "1" per grade;
- enter the total number of documents returned by each school by grade in the "Number of Documents" column; and
- enter "0" in both columns if no students were tested in a grade.

Retain a photocopy of the completed Master File Sheet(s) for your records. **When you have finished packing your answer documents, the completed Master File Sheet will be packed at the top of Box 1.**

Completing the Order for Scoring Services (OSS)
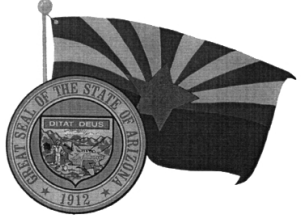
Follow the instructions printed on the Order for Scoring Services (OSS) to complete the order form. Clearly indicate a contact name and telephone number on the OSS.

Attach the completed OSS to the Master File Sheet and place both the Master File Sheet and the OSS in the top of Box 1 of the answer document shipment to the scoring center. Make a photocopy of the OSS for your files. A sample OSS is shown in Figure 5 on pages 14 and 15.

Harcourt   Harcourt Educational Measurement

Arizona STANFORD 9 Master File Sheet

Page 1

District: ANY SCHOOL USD
Code: 1799999
Contact: Any Person
Address: I812 Green

Anytown   AZ 12345
Telephone: (123) 456-7890

Building Number	Building Name	Grade	Number of Groups	Number of Documents
179999901	ANY SCHOOL #1			
		02	_____	_____
		03	_____	_____

TOTALS: _____   _____

For Scoring Center Use	Receiving Number	Order Number 1112223334	Date Received
	Testing Program AZ 9ON	Est N-Count	

NOTE: The document shown above is an example. The actual document may differ slightly.

Figure 4: Master File Sheet

Arizona
Student
Achievement
Program

Spring 2003

Order Form for
Optional Scoring Services
(OSS)

Stanford Achievement Test Series, Ninth Edition, Form TA (*Stanford 9* TA)

Grades 2 -9

STANFORD
ACHIEVEMENT TEST SERIES
Ninth Edition

ISBN 999-8090-7

9 789998 090907

Instructions for Ordering Optional Scoring Services
for Grades 2 - 9

Stanford Achievement Test Series, Ninth Edition, Form TA (*Stanford 9* TA)
Otis-Lennon School Ability Test, Seventh Edition (OLSAT7)

Use the optional order forms on Pages 3 and 4 to order OPTIONAL *Stanford 9* TA and OLSAT7 reporting services for the spring 2003 Arizona Student Achievement Program (ASAP). Please pay particular attention to those services that are at district expense and those for which there is no charge.

■ **PLEASE NOTE:**

The Basic Order Form (page 2) MUST BE RETURNED with your shipment of answer documents for grades 2-9. Failure to return this Order Form could delay delivery of ALL reports. If you require any optional scoring services, complete pages 4 and 5.

If ordered, expect delivery of your optional scoring services with your standard ASAP package of reports approximately 4 weeks after the answer documents for grades 2-9 are received in a processable order (all alerts resolved) at the scoring center.

Unless otherwise noted in this OSS, optional *Stanford 9* TA and OLSAT7 scoring services will be provided for all students in grades 2-9 who took the test(s) in your school district. Optional reports **cannot** be created only for special populations or for selected schools.

FYI: Standard ASAP Report Package

Listed below are the titles of the *Stanford 9* TA reports that will be provided to all school districts for the 2002 ASAP according to the Department of Education's contracted service with Harcourt Educational Measurement. Costs for these reports are **not** the responsibility of the school districts.

1. **Student Report with Content Clusters** - class mode, 1 copy per school
2. **Student Report with Narrative (Pupil Home Report)** - class mode, 1 copy per school
3. **Group Report with Content Clusters** - class mode, 1 copy per school; school mode, 1 copy per school and 1 copy per district; district mode, 1 copy per district
4. **Master List of Test Results w/Summary** - class mode, 2 copies per school
5. **List of Averages** - school mode, 1 copy per school, 1 copy per district; district mode, 1 copy per district
6. **Administrator's Data Summary** - school mode, 1 copy per school, 1 copy per district; district mode, 1 copy per district
7. **Summary Report** - district mode, 1 copy per district
8. **Analysis of Variables Report** - school mode, 1 copy per school, 1 copy per district; district mode, 1 copy per district
9. **Learner Competency Report - Class List w/Summary** - school mode, 1 copy per district
10. **Learner Competency Report - School List w/Summary** - district mode, 1 copy per district

NOTE: The document shown above is an example. The actual document may differ slightly.

Figure 5: On-Grade Order for Scoring Services (OSS)

Spring 2003 *Stanford 9* OSS   Page 2 of 4

Arizona Student Achievement Program

ORDER FORM
for Optional Scoring Services for Grades 2 - 9

Stanford Achievement Test Series, Ninth Edition, Form TA (*Stanford 9* TA)
Otis-Lennon School Ability Test, Seventh Edition (OLSAT7)

INSTRUCTIONS

Use the following steps to order any of the optional scoring services:

1. Complete **PART I - T**o avoid delay in processing of your underlined optional reports, you MUST provide a Purchase Order number and authorization signature if ordering optional reports or services.
2. Check the box in **PART II only if you DO NOT wish to order ANY optional reports.**

The optional reports in Parts III and IV on pages 4 and ...
the Department of Education and Harcourt Educational ...
ordered, is the responsibility of the school district.

3. In **PART III** on page 4 check the box next to the optional ...
   NOTE: Unless otherwise noted, the listed prices are ...
   price multiplied by the total number of studen...
4. In **PART IV** on page 5 check the box next to the optional ...
5. Return the completed Order Form with your scorable ...
   specific instructions in the *Test Coordinator's Manual* ...
   Order Form for your files.

PART I – DISTRICT

District Name:

Test Coordinator's Name: _____

Authorized Signature: _____

    SHIPPING ADDRESS (NOT a P.O. Box):

    _____

    _____

    _____AZ ____

PART II – PROVIDE

☐ **DO NOT PROVIDE OPTIONAL REPORTS.** Provide ...

For Scoring Center Use   Or...

Copyright © 2002 by Harcourt Educational Measurement. All rights r...

Page 3 of 4   Spring 2003 *Stanford 9* OSS

PART III - OPTIONAL SCORE REPORTS & SERVICES (*Stanford 9* TA)

☐ **STUDENT RECORD LABEL(1ˢᵗ copy)** - RS, SS, N/PR-S, N/NCE, AAC*

	$.68 per student	____ *Additional copies*	$.65 per student/copy

☐ **STUDENT PROFILE(1ˢᵗ copy)** - NPR-S

| | $.85 per student | ____ *Additional copies* | $.30 per student/copy |

☐ **HOME REPORT(1ˢᵗ copy)** - PRs ONLY

| | $1.10 per student | ____ *Additional copies* | $.39 per student/copy |

☐ **REPORT TO THE STUDENT(1ˢᵗ copy)** - STANINES ONLY

| | $.39 per student | ____ *Additional copies* | $.39 per student/copy |

☐ **GROUP REPORT w/PROCESS CLUSTERS** - RS, SS, N/PR-S, N/NCE, AAC*

☐ **CLASS MODE(1ˢᵗ copy)**	$.68 per student	____ *Additional copies*	$37.50 per order
☐ **SCHOOL MODE(1ˢᵗ copy)**	$.56 per student	____ *Additional copies*	$26.25 per order
☐ **DISTRICT MODE(1ˢᵗ copy)**	$.47 per student	____ *Additional copies*	$18.90 per order

☐ **GROUP REPORT w/NARRATIVE** - RS, SS, N/PR-S, N/NCE, AAC*

☐ **CLASS MODE(1ˢᵗ copy)**	$.68 per student	____ *Additional copies*	$35.70 per order
☐ **SCHOOL MODE(1ˢᵗ copy)**	$.56 per student	____ *Additional copies*	$26.25 per order
☐ **DISTRICT MODE(1ˢᵗ copy)**	$.47 per student	____ *Additional copies*	$18.60 per order

☐ **CLUSTER REPORT w/SUMMARY(1ˢᵗ cy)** $.81 per student ____ *Additional copies* $.30 per student/copy

☐ **ADMINISTRATOR'S GRAPHIC SUMMARY (2-color)** - NPR-S, AAC*

| ☐ **SCHOOL/DISTRICT (1ˢᵗ cy)** | $15.00/grade/school | ____ *Additional copies* | $15.00/grade/school |
| ☐ **DISTRICT MODE(1ˢᵗ copy)** | $15.00/grade | *Additional copies* | $15.00/grade |

☐ **FREQUENCY DISTRIBUTION (Per score type)** - ...

| ☐ **SCHOOL MODE(1ˢᵗ copy)** | $.91 |
| ☐ **DISTRICT MODE(1ˢᵗ copy)** | $.80 |

☐ **MASTER LIST OF EQUIVALENT SCORES w/SUMM...**

☐ **CLASS MODE(1ˢᵗ copy)**	$.68
☐ **SCHOOL MODE(1ˢᵗ copy)**	$.63
☐ **DISTRICT MODE(1ˢᵗ copy)**	$.56

☐ **RANKED LIST OF THREE SCORES (Ranked High-...**

☐ **CLASS MODE(1ˢᵗ copy)**	$1.10
☐ **SCHOOL MODE(1ˢᵗ copy)**	$1.10
☐ **DISTRICT MODE(1ˢᵗ copy)**	$1.10

☐ **OLSAT7 SUMMARY REPORT*** - RS, SS, Age (SA...

☐ **CLASS MODE(1ˢᵗ copy)**	$.47
☐ **SCHOOL MODE(1ˢᵗ copy)**	$.30
☐ **DISTRICT MODE(1ˢᵗ copy)**	$.23

☐ **LOCAL NORMS CONVERSION TABLE (1ˢᵗ Copy)** $.30

☐ **INTERPOLATED NORMS CONVERSION TABLE (1ˢᵗ Copy)** $20.25/gr...

*AAC/OLSAT7 Summary available only when ...

For Scoring Center Use

Copyright © 2002 by Harcourt Educational Measurement. All ...

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PART III - OPTIONAL SCORE REPORTS & SERVICES (*Stanford 9* TA), Cont.

☐ **SUPERINTENDENT'S REPORT** - Individual norms (N/PR-S); All subtests and totals; with OLSAT (if tested)

| ☐ **TESTS & TOTALS (1ˢᵗ copy)** | $23.50 per grade | ____ *Additional copies* | $23.50 per grade |
| ☐ **TOTALS ONLY (1ˢᵗ copy)** | $15.25 per grade | ____ *Additional copies* | $15.25 per grade |

☐ **BOARD REPORT (1ˢᵗ Copy)** - Individual norms (N/PR-S)

| District mode, 2-color report | $.39 per student | ____ *Additional copies* | $19.00 per order |

☐ **PERFORMANCE STANDARD COMPARISON (1ˢᵗ Copy)**

| District mode, Tests & Totals | $23.50 per grade | ____ *Additional copies* | $23.50 per grade |

PART IV – OPTIONAL ELECTRONIC SERVICES (*Stanford 9* TA)

☐ **STUDENT DATA DISKETTE**   ☐ **STUDENT DATA CD-ROM** $.37 per student

☐ **SUMMARY DATA DISKETTE**   ☐ **SUMMARY DATA TAPE** ☐ **SUMMARY DATA CD-ROM** $.44 per student

Note: There is a $97.00 setup fee for CD-ROMs.

The Student Data Diskette/CD-ROM service provides each student's demographic data (in ANSI text), as well as Raw Scores and various derived scores for the *Stanford 9* Form TA. Along with your diskette or tape, you will be supplied with a Record Layout Description which will describe in detail the location of every data component in each student's record. This is a great benefit to you or your programming staff for development of your own customized reports.

The Summary Data Diskette service provides summary information for each grade. As with the Student Diskette, a Record Layout Description will be provided for the Summary Diskette service.

Diskette specifications: ☐ IBM **OR** ☐ Macintosh   If ordering a Macintosh diskette, indicate the name
3.5" (1.4 MB, High Density)   of the software you are currently using: _____

OR

☐ CD-ROM ($97.00 setup fee required)

Other: _____

☐ **READY REPORTS** $.50 per student tested in the ASAP – *Stanford 9*
Minimum order: $100   Maximum order: $15,000
Transportation and handling: $20.00

Please indicate preference: ☐ 3.5" disks (1.4 MB, high density, IBM only)
                    OR
            ☐ CD-ROM ($97.00 setup fee required)

Includes the following modules:
Administrator's Data Summary, Master List of Test Results, Group Report w/ Content Clusters, Ranked List, Re-roster

Hardware Requirements:
System – Pentium or Pentium compatible PC, MS Windows 95 or 98. Memory – Minimum of at least 64 MB of RAM, 128 MB recommended 1 GB (or more, depending on student population) available disk space. Printer – MS Windows 95 compatible printer, laser printer strongly recommended.
Note: Ready Reports will be delivered 3-4 weeks after the standard ASAP report package.

For Scoring Center Use   Order No:

Copyright © 2002 by Harcourt Educational Measurement. All rights reserved. Printed in the United States of America. This form may be photocopied.

NOTE: The document shown above is an example. The actual document may differ slightly.

Organizing Answer Documents

The Scoring Service Identification Sheet (SSID) for each class or grade should be on top of the stack of answer documents for that group **within** the paper band. If there are two or more schools in your district, group the banded stacks of answer documents together by school, making sure that the highest grade is at the bottom of each school stack and that the lowest grade is at the top of each stack. (See Figure 6 on page 17.) Place the completed OSS and Master File Sheet on top of the answer documents in box 1.

NOTE: Documents for Grades K and 1, if tested, must be shipped separately. Ship the cartons to the Harcourt Educational Measurement Scoring Center in San Antonio and include the catalog paperwork shipped with the documents.

Packing Answer Documents

The answer documents should be packed by school in the same order as they are listed on the District Master File Sheet. In other words, the first school listed should be at the top of the first box. (See Figure 6 on page 17.)

When the District/Charter Holder Test Coordinator receives all the used answer documents from the participating schools, the materials may be consolidated in one or more of the dual-purpose cartons originally sent to the district. They may then be returned to the Harcourt Educational Measurement Scoring Center by simply folding the inside flaps to the outside and applying tape, and then attaching the UPS shipping label and the orange return label in the spaces indicated on the outside flap. (See Figure 7 on page 18.)

Use the dual-purpose cartons or ones in which the answer documents will not shift. Any empty spaces should be filled with crumpled paper. Do not use shredded paper or styrofoam "peanuts." Label the boxes using the bright orange Arizona Student Achievement Program Label supplied (see Figure 8 on page 19). Complete all return address information in the upper, left-hand corner of the label. If several boxes are necessary, label them serially. For example, a shipment of three boxes would be labeled, "Box 1 of 3, Box 2 of 3, Box 3 of 3."

Complete a blue-and-white UPS 2nd DAY AIR SHIPPING LABEL for each box of your shipment. (See Figure 9 on page 19.) Each UPS Shipping Document has been preprinted with your district's address on it. Please check and make address changes if necessary. Affix one UPS Shipping Document to each box. Call 1-800-214-0391 to arrange for the pick up of answer documents.

Send the entire district's answer documents for Grades 2 through 9 as a SINGLE shipment.

Scoring Service Identification (SSID) Sheets

Preprinted SSID Sheets have been provided in each district's shipment of test materials. If the preprinted data contains an error, do not alter it. Instead, fill out all pertinent information on a blank form. The test administrators must complete an SSID Sheet for each group's documents. Instructions for completing the SSID Sheet are provided in the test administrators section of this manual (see page 36).
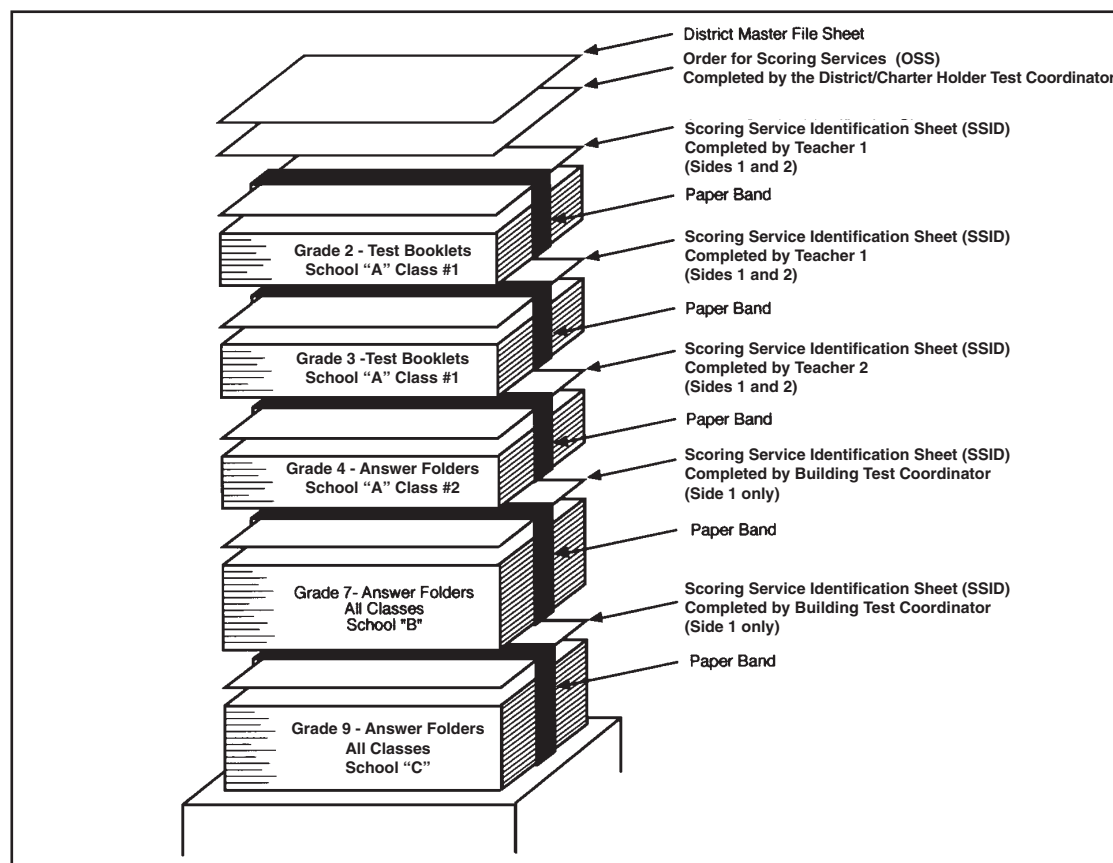
Blank SSID Sheets are included in the Test Coordinator's Kit. If you are completing blank SSID Sheets for **new** buildings, be sure to match the school name exactly as it is printed on the Master File Sheet. It is important that all the necessary information is printed and/or gridded on this sheet. SSID Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. If additional forms are needed, contact the Arizona Program Coordinator at 1-800-800-8305, extension 5645 or 5620. (Test administrators who need additional copies should contact their Building Test Coordinator.)

Verifying Scoring Service Identification Sheets

The District/Charter Holder Test Coordinator will verify that each test administrator has completed a Scoring Service Identification Sheet for each classroom. Please make sure that both sides are completed and that the proper school code number is gridded in the area marked "SCHOOL CODE."
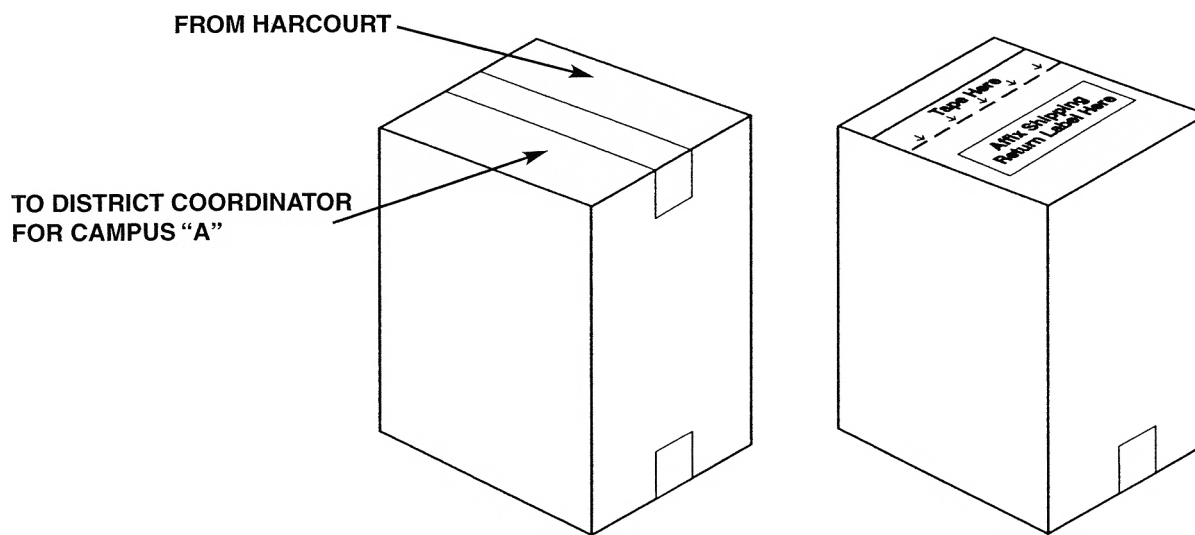
BEFORE SHIPPING, PLEASE NOTE:

1. Send only one shipment containing all answer documents for Grades 2 through 9 for all buildings in the district. Sending buildings or grades in separate shipments will delay the processing of your documents.

2. **Call the UPS office no later than Thursday, May 1, 2003 for pick-up of Grades 2 through 9 by Tuesday, May 6, 2003.** All on-grade answer documents should arrive in San Antonio no later than **Friday, May 9, 2003.**

District Master File Sheet
Order for Scoring Services (OSS)
Completed by the District/Charter Holder Test Coordinator

Scoring Service Identification Sheet (SSID)
Completed by Teacher 1
(Sides 1 and 2)

Paper Band

Scoring Service Identification Sheet (SSID)
Completed by Teacher 1
(Sides 1 and 2)

Paper Band

Grade 2 - Test Booklets School "A" Class #1

Scoring Service Identification Sheet (SSID)
Completed by Teacher 2
(Sides 1 and 2)

Paper Band

Grade 3 -Test Booklets School "A" Class #1

Scoring Service Identification Sheet (SSID)
Completed by Building Test Coordinator
(Side 1 only)

Paper Band

Grade 4 - Answer Folders School "A" Class #2

Scoring Service Identification Sheet (SSID)
Completed by Building Test Coordinator
(Side 1 only)

Paper Band

Grade 7- Answer Folders All Classes School "B"

Grade 9 - Answer Folders All Classes School "C"

NOTE: OLSAT7, if taken at Grades 2 or 3, will use a separate machine-scorable booklet. OLSAT7 booklets should be placed on top of the Stanford 9 booklets with a single SSID Sheet for the stack. Band all documents together.

Figure 6: Organization of Test Booklets/Answer Documents

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FROM HARCOURT

TO DISTRICT COORDINATOR
FOR CAMPUS "A"

Tape Here

Affix Shipping
Return Label Here

Cartons are provided in three sizes (4", 8", 12"), depending on the needs of the building.

Figure 7: Materials Receipt and Answer Document Return Cartons

Contacting UPS

Each district's shipment of all machine-scorable test booklets/answer documents for Grades 2 through 9 is to be picked up by UPS no later than Tuesday, May 6, 2003 for delivery to the Scoring Center in San Antonio by Friday, May 9, 2003. Contact UPS no later than Thursday, May 1, 2003 to arrange an appointment for pick-up from your district by Tuesday, May 6, 2003. The toll-free number is:

1-800-214-0391

When you call, inform the representative that you have packages to be sent to Harcourt Educational Measurement and have prepaid labels.

- If your school closes before 5:00 p.m., be sure to instruct UPS to arrive prior to 3:00 p.m.

Before the UPS driver arrives, double check the following:

- Has an ORANGE carton label been completed and affixed to the top of each carton?
- Has a blue-and-white UPS SHIPPING LABEL been completed and affixed to the top of every carton in your shipment?

You are required to attach a prepaid, preprinted shipping label to each box included in your shipment. Do not tear off any copies of these documents until a UPS representative arrives in your district. The representative will provide you with your copies. Please keep your copies so that your shipment can be traced (by individual packages) in the event the shipment has not been received at Harcourt Educational Measurement by May 9, 2003. If you need additional UPS Shipping Labels, please call a UPS Customer Service Associate, at 1-800-214-0391.

Send marked answer documents to Harcourt Educational Measurement Scoring Center, 19500 Bulverde Road, San Antonio, TX 78259.

RETURN ADDRESS

_____
School Name
_____
Street Address
_____ AZ _____
City   State   Zip
_____
District Name

ARIZONA

SAT9

ON-GRADE
SCANNABLE

Harcourt Educational Measurement
Scoring Center
19500 Bulverde Road
San Antonio, TX 78259

Grade(s): 2 3 4 5 6 7 8 9

Box: _____ of _____

Figure 8: Orange Mailing Label for Stanford 9

UPS DRIVER INSTRUCTIONS: *YOU ARE AUTHORIZED TO ACCEPT THIS PACKAGE WITHOUT A PICKUP RECORD.*

A.R.S.

FROM: Name: _____
       Street: _____
       City: _____ State: _____ ZIP Code: _____

SHIP
TO: HARCOURT ED. MEAS/ARS
     19500 BULVERDE RD
     SAN ANTONIO   TX 78259-3701

TX 782 9-02

UPS 2nd Day Air®

2

TRACKING #:   1Z 722 W27 38 1183 828 7

UPS Authorized Return Service℠   (HRSC v10.0 7/2001)   02118612 4/00C

REF#: _____
2nd Day Air A.R.S. Tracking Number   REF #/DATE
1Z 722 W27 38 1183 828 7

Figure 9: Blue-and-White UPS Shipping Label for Scorable Materials

Checklist for District/Charter Holder Test Coordinators - Grades 2 through 9

❏ 1) Verify that completed answer documents and test materials have been received from each Building Test Coordinator or test administrator.

❏ 2) Check the Scoring Service Identification (SSID) Sheets for each class or grade to be sure the grade, number of documents, and OLSAT7 administration bubble have been completed correctly. If it was necessary to use a blank SSID Sheet instead of a preprinted one, please make sure that the gridded school name is identical to the one on the Master File Sheet. (See pages 12 and 13.)

❏ 3) Update the Master File Sheet for each building and district with the actual number of students tested. If there were no students tested in Grades 2 through 9 in a particular building, enter "0" on that line.

❏ 4) Make a copy of the completed Master File Sheet for your files.

❏ 5) Return only answer documents or machine-scorable test booklets. Do not return reusable test booklets, directions, practice tests, scratch paper, or unused answer documents. Reusable test booklets, unused practice tests, answer documents and directions should be stored for use in the next testing year—unless otherwise notified.

❏ 6) Pack machine-scorable test booklets/answer documents in the same order, by school across grades, as they are listed on the Master File Sheet. Cartons containing answer documents should be combined for one shipment. Do not split grade or class groupings.

❏ 7) Pack machine-scorable test booklets/answer documents in the sturdy dual-purpose cartons to protect them in transit. Fill any empty space in the box(es) with crumpled paper to keep documents from shifting during shipment. Do not use shredded paper or styrofoam. It is recommended that the cartons in which answer documents were originally shipped be used. All off-grades (K and 1) catalog documents should be shipped separately.

❏ 8) **Complete the Order for Scoring Services (OSS) form and clip it to the Master File Sheet.** Make a copy of the completed OSS for your files.

❏ 9) Place the Master File Sheet (with the Order for Scoring Services clipped underneath) at the top of Box 1 of your shipment. This will aid in immediate identification of your materials for processing.

❏ 10) Use the orange Arizona label for returning scorable documents. Complete all return address information in the upper, left-hand corner of the label. If one box suffices for Grades 2 through 9, label it "Box 1 of 1." If several boxes for Grades 2 through 9 are necessary, label them serially. For example, a shipment of four boxes would be labeled, "Box 1 of 4, Box 2 of 4," and so forth.

❏ 11) Use reinforced tape to seal boxes. **NOTE: Send only one shipment with all of the boxes containing all scorable answer documents for Grades 2 through 9 for all buildings in the district.**

❏ 12) Complete and attach a UPS Shipping Label **to each box**.

❏ 13) **CALL UPS (1-800-214-0391) FOR A PICK-UP APPOINTMENT NO LATER THAN THURSDAY, MAY 1, 2003.**

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RESPONSIBILITIES OF THE TEST ADMINISTRATORS

The following instructions are intended to supplement the *Directions for Administering* for *Stanford 9*.

PROCEDURES PRIOR TO TEST ADMINISTRATION

Preparing Test Administrators

Test Coordinators must conduct training for test administrators. The *Directions for Administering* may be distributed to the test administrators upon receipt in the district in order that the procedures to be used are fully understood. Test administrators should be reminded that the *Directions for Administering* booklet is secure. They should review the information for each subtest prior to testing.

Reference pages concerning the mechanics of coding the answer documents and Scoring Service Identification Sheets should be fully understood.

Preparing to Test

Test materials were sent to the District/Charter Holder Test Coordinator. Be sure that you receive an adequate supply of the following materials to test all eligible students.

- *Stanford 9* Machine-scorable Test Booklets (Grade 2 only)
- *Stanford 9* Reusable Test Booklets (Grades 3–9)
- *Stanford 9 Directions for Administering* (Grades 3–9)
- *Stanford 9* Type 1 Machine-scorable Answer Document (Grades 3–9)
- *Stanford 9* Practice Test Booklets (Grades 2–4)
- *Stanford 9* Practice Test *Directions for Administering* (Grades 2–4)
- *Stanford 9* Rulers

Maintain all student test materials in a locked storage area until the time of test administration. No student or teacher should be allowed to examine a test booklet prior to testing nor should any part of a test booklet or the *Directions for Administering* be reproduced.

Be sure you have the following supplies available for use during testing:

- a sufficient quantity of No. 2 pencils with erasers,
- pencil sharpeners,
- blank scratch paper for mathematics (DO NOT RETURN),
- answer document for demonstration (or Grade 2 machine-scorable test booklet),
- timing device (accurate to the nearest second), and
- a "TESTING – DO NOT DISTURB" sign to post on the classroom door.

Practice tests are provided for students at Grades 2 through 4. Practice tests should be given within the week before beginning the administration of *Stanford 9*. Specific *Directions for Administering* for the practice test accompany the practice tests.

Under no circumstances should you begin a subtest unless there is enough time to complete it.

Use of Calculators

Calculator use is not permitted in Arizona Student Achievement Program testing.

Preparing Students

The purpose of an achievement test is to obtain accurate estimates of student achievement of important, commonly accepted educational objectives. For schools to attain this goal, students must be willing and able to do their best on the tests.

The teacher is responsible for orienting students to the test-taking process. A basic assumption in test administration is that all students understand what they are expected to do, including how they are to mark their answers. If this assumption is incorrect, no meaningful interpretation of the test results is possible.

Teachers can orient students to the testing process by:

- announcing the test dates and schedule to students in advance,
- systematically teaching students about the mechanics of the test-taking process,
- using practice tests with students in Grades 2 through 4 in the week prior to test administration, and
- helping students understand the purpose of the testing program.

TEST LEVELS AND FORMS

Grade	Stanford 9 Level	Stanford 9 Form
2	Primary 2	TA
3	Primary 3	TA
4	Intermediate 1	TA
5	Intermediate 2	TA
6	Intermediate 3	TA
7	Advanced 1	TA
8	Advanced 2	TA
9	TASK 1	TA

Test Administration Dates **March 17–May 1, 2003**

Testing of Exceptional Students

In general, all students should be encouraged to take the tests and put forth their best efforts. The Arizona Legislature requires that all students in Grades 2 through 9 be tested and that their parents be informed of the student's achievement in relation to all other students tested. However, some students may be unable to respond appropriately in a group testing situation, thus giving an invalid picture of their actual achievement levels. Therefore, individual students may be excluded from testing if their IEP recommends it.

Districts that have a need for a Large Print or Braille edition of the *Stanford 9* should receive their copies of the Large Print and/or Braille edition as requested.

PROCEDURES DURING TEST ADMINISTRATION

Establishing the Most Beneficial and Valid Testing Conditions

Test administrators must understand that the *Stanford Achievement Test*, Ninth Edition, is a "standardized" test. This means that test administrators should follow the *Directions for Administering* exactly as stated. They must administer the tests under "standardized" conditions. The test administration should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a site. Comfortable seats and smooth, hard writing surfaces are also important. Writing surfaces should be large enough to accommodate a folded test booklet and an answer document.

The room should be prepared for test administration. Information displayed on bulletin boards, chalkboards, or charts that might be used by students to help answer questions **should be removed or covered**.

Test administrators will find it helpful if they place a "Testing – Do Not Disturb" sign on the door. You may wish to block off hallways by posting signs in halls and entrances. Reroute traffic if necessary to promote maximum testing conditions.

Students should be seated in such a way that they will not be tempted to look at the answers of others. Arrangements for the seating of students should be completed prior to the test administration.

Test administrators should be reminded that testing students in classroom-sized groups is preferable to administering tests to large groups in large facilities. Establishing smaller groups lessens test fear and anxiety for the student and facilitates monitoring and control by the test administrator.

Maintaining Standardization Conditions

Administration of tests for the norming of *Stanford 9* was conducted under normal classroom conditions. Therefore, maintaining control over group and facility size will aid in replicating "standardized" testing conditions.

At the beginning of each test, the test administrators should tell the students that some of the items will be difficult and that while they are not expected to get all the items right, they should attempt to answer correctly as many items as possible. This assurance should be given repeatedly in order to motivate students who might have a tendency to give up. In addition, students should be encouraged to use any remaining test time to check answers.

Examiners should adhere strictly to the directions as written. When asked, they should answer questions raised by students, but they should never help the class or individual students with specific test items.

Calculator Use

Calculator use is not permitted in Arizona Student Achievement Program testing.

Adhering Strictly to Time Limits

Most standardized tests have time limits. These limits allow students to attempt all of the items that they are capable of completing. Time limits for a test should never be extended. Extending the time limit will invalidate comparisons with the norm group. Refer to Appendix B, pages 42 and 43, for a time schedule for test administrators. **Follow the *Directions for Administering*. Observe all stop and start commands and time limits.**

Subtests With Sittings and Attemptedness Checks

Refer to Appendix B (see pages 42 and 43) for a complete explanation of attemptedness rules.

Monitoring During the Test

During the test administration, test administrators should monitor the testing process by moving unobtrusively about the room. It is difficult to observe the testing in progress if one merely stands in the front of the room. In moving about the room, test administrators should check that students are working on the correct page, are turning pages when necessary, are marking answers properly, and are not spending too much time on any one item. It is often helpful to have a second person in the room to assist in the test administration and monitoring.

Have extra pencils, erasers, and scratch paper available in an accessible place. Scratch paper must be collected by the test administrator after each subtest where it is used and returned to the Test Coordinator after testing for proper disposal.

Handling Emergency Situations Properly

Occasionally an emergency beyond the control of the test administrator will arise, necessitating some unusual action. For example, if a student becomes ill during the course of a test, the testing session for that student should be ended immediately. The booklet should be collected and a note made of the amount of time that has elapsed since the test began. It is then permissible to continue the test at some later time. In such cases, a few minutes should be set aside for orientation at the beginning of the new session. If the student does not complete the test in a later make-up session, items attempted during the abbreviated period should be erased. Often, emergency conditions can be anticipated. Thus, if the examiner knows that a particular student is not feeling well, that student may be excused at the start of the testing session. The teacher will be able to get a true picture of this student's achievement later with a make-up testing session and will not have taken the chance of having the entire class activity disrupted.

Distributing Answer Documents and Test Booklets to Students

Distribute a test booklet and answer document to each student. Verify that the correct form and level of machine-scorable test booklet, reusable test booklet, and/or answer document are appropriate for the grade being tested. See the chart on page 23. Explain the format of the answer document to students and remind them to fill in the bubbles completely and to be careful not to make stray marks on the answer document. Erasures must be thorough and clean in order to ensure correct scoring. Item numbers must be carefully followed, and double-marking in the same row is to be avoided.

If you choose to allow students to complete the identification information on the back of the answer document, then carefully follow the directions that follow.

Completing Identification Information on the Student Answer Document

The identification information on the back cover and inside back cover of the answer document will be completed as follows:

- Students will complete numbers 1–10 and 13.
- School or district personnel will complete numbers 11 (optional), 12, and 14–16.

The numbered list is for locating fields on the student demographic page in Figure 4A.

1) STUDENT NAME (use legal name, not nicknames)

2) TEACHER

3) SCHOOL

4) DISTRICT

5) GENDER

6) GRADE

7) DATE OF BIRTH

- The following are grid fields. Complete as follows:

8) LAST NAME, FIRST NAME and MI (middle initial) – Print in the boxes above the name grid and fill in the bubbles to match the letters of the name (left justify).

9) DATE OF BIRTH – Grid in MONTH, DAY, and YEAR. DAY must be 2 digits (e.g., third day of the month = 03).

10) GENDER – Fill in the bubble for Female or Male.

11) STUDENT NUMBER – District option (left justify, if used).

12) OTHER INFORMATION – The directions for gridding this section can be found on pages 34–35. This section must be completed by the test administrator or the Test Coordinator after test administration.

13) DEMOGRAPHIC INFORMATION – Have the students answer questions 1 through 6.

14) SPECIAL PROGRAM MEMBERSHIP – Select all that apply. See pages 27–29 for descriptions of special programs.

15) FOR ENGLISH LEARNERS AND FLUENT ENGLISH PROFICIENT STUDENTS – Answer questions 8 through 11.

16) DISABILITIES – Select all that apply.

GUIDANCE FOR ANSWERING ADDITIONAL QUESTIONS ON *STANFORD 9* ANSWER DOCUMENTS

1. **Grade Enrolled** (Select one only.): Indicate the grade in which the student is currently enrolled. In some cases, the grade in which the student is enrolled may be different from the grade level of the assessment.

2. **Racial/Ethnic Background** (Select one only.): Indicate the racial or ethnic background of the student.

   White (Not Hispanic): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

   Black or African American (Not Hispanic): A person having origins in any of the black racial groups of Africa.

   American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

   Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

   Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race.

3. **Did you start the school year at this school?** Indicate whether the student began the school year (or within the first 2 weeks of the start date) at their current school.

4. **Number of Years in the School** (Select one only.): Indicate the number of consecutive years that a student has been attending this school, counting the current school year. For example, for a student who began this school year at this school, but was not enrolled in this school last academic year, select bubble "1." For a student who first enrolled in the school halfway through this school year, select bubble "Less than 1."

5. **Number of Years in the District** (Select one only.): Indicate the number of consecutive years that a student has been attending this school district, counting the current school year. For example, for a student who began this school year in this district, but was not enrolled in this district last academic year, select bubble "1." For a student who moved into the district halfway through this school year, select bubble "Less than 1."

6. **Primary language spoken at home** (Select one only.): Indicate the primary language spoken at home. This may or may not be the student's dominant language.

7. **Special Program Membership** (Select all that apply.): Indicate any educational programs in which a student currently participates. School or district personnel should complete the section of the answer document after the student has finished the test.

   Title I – Students to be included in this area are eligible to receive Title I services and are currently receiving such services at a selected Title I school.

English Learner Program – Students to be included in this area have been previously identified as those students who have sufficient English to succeed in English-only classrooms. They are developing proficiency in English.

504 Accommodation – Students to be included in this area have been previously identified in accord with the provisions in Section 504 of the Rehabilitation Act of 1973. Such students may be further identified as those with an active 504 plan that states allowable educational accommodations. Students covered by a 504 accommodation plan are not eligible for modifications to the test. They are eligible to receive accommodations as determined by the IAP team.

Migrant Education – Students to be included in this area are between the ages of 3 and 21 and have moved within the last 36 months for the purpose of obtaining agricultural employment.

Special Education – Students to be included in this area have been previously identified in accord with federal, state, and district guidelines and procedures. Such students have an Individualized Education Program (IEP) and are currently receiving services as stated in their IEP to accommodate their disability.

Gifted Education – Students to be included in this area have been previously identified in accord with district procedures as eligible for services offered to gifted and talented students. They may or may not be receiving such services.

Vocational Education (Career and Technology Education) – Students to be included in this area have been, or are currently enrolled in, two or more career preparation classes. This includes career preparation for agricultural sciences, business, hospitality, marketing, foods, child care, health occupations, or trade and technology sciences.

Home School – This bubble must be filled in if the students testing at your school are home schooled.

Questions 8–11 apply only to English learners. The school or district personnel most familiar with a student's English learner status and instructional program should answer the following questions:

8. **Level of English Proficiency** (Select one only.):

    EL (English Learner) – Students whose first language is not English and who are in the process of learning English. The student is not currently able to perform ordinary classroom work in English.

    FEP (Fluent English Proficient) – An English learner who has met the requirements needed to exit from an English Learner program.

9. **Number of years classified as identified in Question 8, including the current school year** (Select one only.): Indicate the number of consecutive years that a student has been classified, in any school in your district, as EL or FEP (depending on the answer to Question 8). Include the current school year.

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10. **In what type of EL Program is the student enrolled?** (Select one only.):

Structured English Immersion (or Sheltered English Immersion) – This is an English language acquisition process for young children in which nearly all classroom instruction is in English but the curriculum and presentation are designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and mathematic subject matter are taught in English. Teachers may use a minimal amount of the child's native language when necessary, but no subject matter is taught in any language other than English. Children in this program learn to read and write solely in English.

Mainstream English Classroom – A classroom in which the students are either native English language speakers or already have acquired reasonable fluency in English.

Bilingual with Waiver – For students who have a waiver from the requirements of A.R.S. § 15-752, under A.R.S § 15-753, indicate the program type which best describes the bilingual program in which the student is enrolled.

> Transitional bilingual education – This is the designation for an organized program in which participating pupils receive instruction in and through English and the primary home language of the pupils.

> Bilingual/bicultural – A Bilingual-Bicultural Program for kindergarten and Grades 1–8 or for kindergarten and Grades 1–12 uses two languages, one of which is English, as a means of instruction. The goal is to build on and expand the existing language skills of each participating pupil and to enable the pupil to achieve competency and literacy in both languages. The instruction includes the history and culture of Arizona and the United States, as well as customs and values of the cultures associated with the languages being taught.

> Dual language education – Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised on half native English speakers and half native speakers of the other language.

11. **Number of years in the EL Program identified in Question 10, including the current school year** (Select one only.): Indicate the number of consecutive years that a student has been in the EL Program identified in Question 10. Include the current year. It is likely that the answer for most students will be "1" year or "2" years.

Figure 10: Identification Grid on Answer Document, Page 4

⑬ To be Completed by Students

1. Grade Enrolled (Select one only.)
- ○ 2   ○ 6
- ○ 3   ○ 7
- ○ 4   ○ 8
- ○ 5   ○ 9

2. Racial/Ethnic Background (Select one only.)
- ○ White (Not Hispanic)
- ○ Black or African American (Not Hispanic)
- ○ American Indian or Alaskan Native
- ○ Asian or Pacific Islander
- ○ Hispanic or Latino
- ○ Other/Multiracial

3. Did you start this school year at this school?
- ○ Yes   ○ No

4. Number of Years in the School (Select one only.)
- ○ Less than 1   ○ 4
- ○ 1   ○ 5
- ○ 2   ○ 6 or more
- ○ 3

5. Number of Years in the District (Select one only.)
- ○ Less than 1   ○ 4
- ○ 1   ○ 5
- ○ 2   ○ 6 or more
- ○ 3

6. Primary language spoken at home (Select one only.)
- ○ English   ○ Navajo
- ○ Spanish   ○ Other

⑭ To be Completed by School or District Personnel

7. Special Program Membership (Select all that apply.)
- ○ Title I
- ○ English Learner Program
- ○ 504 Accommodation
- ○ Migrant Education
- ○ Special Education
- ○ Gifted Education
- ○ Vocational Education
- ○ Home School

⑮ To be Completed by School or District Personnel

For English Learners and Reclassified Fluent English Proficient students, please answer questions 8-11.

8. Level of English Proficiency (Select one only.)
- ○ EL (English Learner)
- ○ FEP (Fluent English Proficient)

9. Beginning in Grade 1, number of years classified as identified in Question 8, including the current school year (Select one only.)
- ○ 1
- ○ 2
- ○ 3
- ○ 4 or more
- ○ Records not available

10. In what type of EL Program is the student enrolled? (Select one only.)
- ○ Structured English Immersion
- ○ Mainstream English Classroom
- **Bilingual with Waiver**
  - ○ Transitional bilingual education
  - ○ Bilingual/bicultural
  - ○ Dual language education

11. Number of years in the EL Program identified in Question 10, including the current school year (Select one only.)
- ○ 1
- ○ 2
- ○ 3
- ○ 4 or more
- ○ Records not available

⑯ To be Completed by School or District Personnel

12. Disabilities (Select all that apply.)
- ○ Autism
- ○ Emotional Disability
- ○ Hearing Impairment
- ○ Mild Mental Retardation
- ○ Moderate Mental Retardation
- ○ Multiple Disabilities
- ○ Multiple Disabilities with Severe Sensory Impairment
- ○ Orthopedic Impairment
- ○ Other Health Impairments
- ○ Severe Mental Retardation
- ○ Specific Learning Disability
- ○ Speech/Language Impairment
- ○ Traumatic Brain Injury
- ○ Visual Impairment
- ○ Braille
- ○ Large Print

Figure 11: Identification Grid on Answer Document, Page 3

ADAPTATIONS

Beginning in April 1998, the statewide norm-referenced test, the *Stanford 9*, was given to all students. Adaptations may be used for students who, in the past, would have been excluded from statewide testing. However, ONLY those adaptations necessary for an individual student in a particular content/domain area shall be used. For example, a student may need an adaptation in reading but not in mathematics.

Decisions about adapting or providing adaptations on the *Stanford 9* must be clearly documented on the Individualized Education Program (IEP) and based on the individual student's needs. They should not be disability specific nor should they be based on performance expectations or reporting predictions.

The administration of the *Stanford 9* is Arizona's comprehensive accountability system that will include **ALL** students in district and statewide assessment. An alternate assessment [Alternate State Achievement Test (ASAT)] is available for students who would not benefit from the *Stanford 9* administered with adaptations. These students (probably one to two percent of the total student population) have disabilities so significant that they cannot participate meaningfully in the traditional assessment.

Definitions

Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order for a student to be a successful learner. Adaptations include *accommodations* and *modifications*. Adaptations are based on an individual student's strengths and needs.

Accommodations are provisions made in *how* a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

Modifications reflect changes in the test administration that affect standardization and, thus, the comparability of scores and may also involve substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.

Adaptations WILL Be Acceptable During Testing

The reauthorization of the Individuals with Disabilities Education Act (IDEA) requires that Individual Education Plans (IEPs) include a statement of any individual adaptations a student will need to participate in state and districtwide assessment programs. States must assess students with disabilities in the regular state assessment, with adaptations provided, when necessary. For those students who cannot participate in the regular assessment, an alternate form of assessment must be provided.

Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act concur.

What Kinds of Accommodations May Be Used?

The following accommodations may be used, if appropriate, in the administration of the *Stanford 9* without requiring an entry in column "J" in the "OTHER INFORMATION" section on the answer document. IF all other provisions of the administration are in accordance with the test developer directions. In test administration, accommodations used should correlate with accommodations required by the student during instruction.

❒ Change time of day for administration

❒ Provide special lighting or acoustics

❒ Secure paper to work area with tape or magnet

❒ Provide adaptive or special furniture

❒ Provide slant board or wedge

❒ Administer test individually in a separate location

❒ Administer test in a small group

❒ Provide templates to reduce visible print

❒ Provide visual magnification devices

❒ Provide large-diameter pencil

❒ Provide pencil grip

❒ Provide auditory amplification devices or noise buffers

❒ Sign oral directions using exact translation

❒ Sign or read written directions to student

❒ Reread directions for each page

❒ Allow frequent breaks during testing

❒ Mark answers in test booklet

❒ Provide markers to maintain place

Modifications

The following are examples of modifications that may be used in the administration of the *Stanford 9* but *require* an entry in column "J" in the "OTHER INFORMATION" section on the answer document. Again, the modifications used in test administration MUST BE REQUIRED IN THE STUDENT'S IEP and must correspond to modifications required for the student during instruction.

This list of modifications is not exhaustive, and the IEP team must make the determination of the type of modifications needed, if any. **Modifications may neither alter the content of the test nor provide inappropriate assistance to the student within the context of the test.** For example, a test of reading skills may not be read to the student.

❒ Follow flexible schedule
❒ Administer test in several shorter sessions
❒ Administer test over several extra days
❒ Underline/highlight verbs in directions
❒ Provide additional examples
❒ Simplify language in directions
❒ Give prompts/directions on tape
❒ Provide dictionary, spell check
❒ Increase size of answer bubbles

❒ Have computer read test to student
❒ Have teacher provide clarification
❒ Provide STOP or arrow cues
❒ Provide graph paper
❒ Provide word processor or typewriter
❒ Provide calculator, abacus, arithmetic tables
❒ Out-of-level testing

Out-of-Level Testing

Out-of-level testing can be done only if the student's IEP requires this modification. State law, A.R.S. § 15-741.A.8, requires students to be tested "at a level appropriate to their grade level." This is consistent with IDEA, which requires challenging state standards to be applied to all students. The intent of both federal and state law is to ensure that the same expectations apply to students with disabilities as apply to all other students.

Using a different level of the *Stanford 9* for a student is a modification of the content being assessed, not an accommodation. This significant modification must be documented on the student's IEP. The decision to administer a lower level of the standardized test must be based upon the student's individual needs and abilities. This decision should better enable us to determine the progress the student is making toward achievement of the state standards.

Coding the "OTHER INFORMATION" Field

Test administrators or Test Coordinators will be responsible for completing the coding required in the "OTHER INFORMATION" section of the Identification Grid on the student answer document. The "OTHER INFORMATION" section should be completed, using the two previous lists as guidelines.

In column "J" of the "OTHER INFORMATION" section on the student answer document, a code of "1"–"7" will be used to identify a specific domain in which the student received modification. The coding for the content area(s) to be excluded from aggregate reporting are as follows:

Bubble Position (Column J)	**Content Area(s)**
1	Reading
2	Mathematics
3	Language
4	Reading and Mathematics
5	Reading and Language
6	Mathematics and Language
7	Reading, Mathematics, and Language
8	Home Schooled Student

Figure 12:
"OTHER INFORMATION"

This coding will ensure that students tested with significant deviations from standardized testing procedures are not included in aggregate reports. Content areas not selected by the coding will be included in the summary reports. All students will be receiving a home report and an individual student report with content clusters irrespective of any special coding.

If you have any questions concerning adaptations, please contact:

<div align="center">

Dr. Paul S. Young
Arizona Department of Education
Office of Academic Standards and Accountability
(602) 542-5031

</div>

Using the Otis-Lennon School Ability Test (OLSAT7) Answer Spaces (OPTIONAL)

The *Otis-Lennon School Ability Test*, Seventh Edition, testing is not part of the Arizona Student Achievement Program. However, **districts may choose to administer OLSAT7 at their own expense**. OLSAT7 should be administered the week **prior** to administering the *Stanford 9* tests. The answer spaces on the *Stanford 9* answer document provided for OLSAT7 (Grades 4–9) will be completed only if OLSAT7 is used in conjunction with the *Stanford 9* testing at district expense. At Grades 2 and 3, OLSAT7 is administered in a separate machine-scorable test booklet, therefore there are no answer spaces for OLSAT7 on the Primary 1, 2, or 3 test booklets/answer documents.

Beginning to Test

After the students have completed the information in the identification grid on the answer documents, proceed with the first session of *Stanford 9* achievement testing.

Refer to the *Directions for Administering* for the test administration instructions.

PROCEDURES FOLLOWING TEST ADMINISTRATION

Inspecting Answer Documents

After testing, check each answer document to ensure that the following has been done.

1. Appropriate level and form administered (see the table on page 23).

2. The student's marks have been made with a black (No.2) lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)

3. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.) **OR** the student's name has been recorded in the print field box and a Pre-ID label has been affixed to the proper spot.

4. All erasures are complete and neat.

5. The teacher or Test Coordinator has coded proper areas on the answer documents including the information requested in the "OTHER INFORMATION" section. (See the illustration on page 34.)

Organizing Answer Documents After Testing – Grades 2 through 9

Arrange the answer documents/machine-scorable test booklets so the page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed. Instructions for doing this are on page 36 of this manual. OLSAT7, if taken at Grades 2 or 3, will use a separate machine-scorable booklet. OLSAT7 separate booklets should be placed on top of the *Stanford 9* booklets with a single SSID for the stack.

Place the paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands; this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by the computer.

Instructions for Completing the Scoring Service Identification Sheet

---

SIDE 1

Print the information requested in the box located in the upper, right-hand corner.

A.	**SYSTEM**	Print your district (preprinted).
B.	**CITY**	Print your city (preprinted).
C.	**STATE**	Print Arizona or AZ (preprinted).
D.	**SCHOOL**	Print the name of the school as it is to appear on the Score Reports, plus the school code (preprinted).
E.	**GRADE**	Print the grade tested.
F.	**TEST DATE(S)**	If not preprinted, print the complete date testing began.
G.	**TEACHER, COUNSELOR OR GROUP**	Print the appropriate name.
H.	**GRADE**	Fill in the bubble for the grade tested.
I.	**OTIS-LENNON SEPARATE DOCUMENTS TAKEN? YES/NO**	Mark **YES** if your students took OLSAT7 in separate booklets (Grades 2 or 3 only).
J.	**NUMBER OF DOCUMENTS**	Complete with the number of *answer documents* (right justify). If OLSAT7 separate documents were taken, include the documents in the count (e.g., if 30 Grade 2 students took OLSAT7 and Stanford 9, the count would be 60).
K.	**SCHOOL NAME**	Print the name of the school as it is to appear on the Score Reports in the blocks and fill in the appropriate bubbles for the school name (preprinted).
L.	**SCHOOL CODE (optional)**	Obtain the school code number from the Master File Sheet; print and grid it in the school code section if it is not already preprinted. (See page 13.)
M.	**CALCULATOR NORMS**	Leave blank.

SIDE 2

Complete Side 2 for organization of answer documents by classroom.

N. If you are using this side, please fill in this bubble.

O. Print in the boxes and fill in the appropriate bubbles below for the teacher, counselor, or group name.

DO NOT grid the section titled GROUP CODE.

NOTE: The document shown above is an example. The actual document may differ slightly.

Figure 13: Scoring Service Identification (SSID) Sheet, Side 1

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SIDE 2

FOR SCORING CENTER USE

IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE. **N**

O TEACHER, COUNSELOR, OR GROUP NAME

PRINT THE NAME IN THE BOXES, JUST AS YOU WANT IT TO APPEAR ON THE REPORTS; THEN MARK THE CORRESPONDING CIRCLES.

GROUP CODE (optional)

NOTE: The document shown above is an example. The actual document may differ slightly.

Figure 14: Scoring Service Identification (SSID) Sheet, Side 2

Returning Materials

Each test administrator should return the completed answer documents bundled with the Scoring Service Identification Sheet to the Test Coordinator. All other test materials (test booklets, directions, scratch paper, and unused answer documents) should also be returned to the Test Coordinator.

All scorable materials (completed answer documents) will be returned to the District/Charter Holder Test Coordinator. The Test Coordinator may properly dispose of scratch paper used during testing.

Test Administrators' Checklist

❑   1)   Verify that completed answer documents for Grades 3 through 9 and machine-scorable test booklets for Grade 2 have been correctly bubbled with the student's demographic information, i.e., student name, date of birth, etc. Confirm that the appropriate level and form have been administered (see page 23).

❑   2)   Check all reusable test booklets carefully for any answer documents.

❑   3)   Complete the Scoring Service Identification (SSID) Sheets for your class or grade. Please check that the grade, number of documents, and OLSAT7 administration bubbles have been completed correctly. If it is necessary to use a blank SSID Sheet instead of a preprinted one, please make sure that the gridded school name is identical to the one on the Master File Sheet.

❑   4)   Arrange the machine-scorable test booklets/answer documents with the name grid facing up. Documents do not need to be alphabetized. OLSAT7, if taken at Grades 2 or 3, will use a separate machine-scorable test booklet. OLSAT7 booklets (Grades 2 or 3 only) should be placed on top of the *Stanford 9* booklets with a single SSID Sheet for the stack. Use the paper bands supplied to band all the documents together. Do not use clips or rubber bands. Be sure to include the SSID Sheet with your documents.

❑   5)   Return machine-scorable test booklets/answer documents to your District/Charter Holder Test Coordinator for further processing before shipping to the Scoring Center in San Antonio, Texas. Reusable test booklets, unused practice tests, directions, and unused answer documents will be returned to the district as directed by your District/Charter Holder Test Coordinator.

❑   6)   Contact your District/Charter Holder Test Coordinator if you have any questions.

APPENDIX A

PRELIMINARY PREPARATION FOR TESTING

TEACHER ATTITUDES

Proper test administration, although frequently overlooked, is an important part of the testing process. Though no specific person or group can claim to be the crucial link in the testing program, certainly the person who is responsible for administering the test to the students, at any level, is an important variable that must not be overlooked when examining the results.

It is necessary that teachers view the testing program in a positive light. Students easily receive signals (both positive and negative) from teachers. If teachers are unsympathetic to a testing program, if they view it as unimportant or if they generally exhibit a negative attitude toward it, that attitude is readily detected by students and could be reflected in their test results. If the testing program is viewed as important by the teachers who are involved in it, it is more likely that students will also view the program as important and worth taking seriously.

Those teachers who view the testing process as important to their overall instructional program will want to establish a healthy environment for the test administration. The room where the testing will take place, the lighting, ventilation, and seating arrangements are all important to the process. If these matters are not adequately addressed, they may impact negatively on the test results.

Teachers' expectations about student performance also play an important role in the testing program. If teachers have high (but not unrealistically high) expectations for their students, it is more likely that students will perform at their best. Mediocre expectations on the part of the teachers are likely to generate mediocre performance on the part of the students.

STUDENT ATTITUDES

An important axiom in the testing process is that test results tend to reflect more than just the acquisition (or lack of acquisition) of the skills being measured by the test. A student's test scores will also reflect, in part, the attitudes which that student brings to the test setting. It is always assumed that positive student attitudes toward the testing process will yield better estimates of their achievement.

There are many reasons why students bring negative attitudes to the testing process. Included among them are the following perceptions which students tend to form as a result of unfavorable testing conditions and/or lack of follow-up after test results are received:

- The testing program lacks importance;
- The tests are too difficult;
- The tests are too easy;
- Teachers do not seem to care;
- Parents do not seem to care;
- Testing conditions are not conducive to good concentration;
- Test directions are vague and/or confusing; and
- Test results are unknown, misunderstood, or unimportant.

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APPENDIX A

An appropriate goal of instruction throughout the school year, then, is to address the reasons that are likely to cause negative student attitudes. It is unlikely that such issues can be effectively eliminated in a few minutes prior to the administration of the tests. They must be a continuing concern to teachers and administrators, and included in day-to-day activities in the classroom.

Teacher attitudes and student attitudes are inextricably linked. Student motivation, understanding, level of seriousness, and diligence can be affected by the teacher. The environment which has been pre-established in the classroom over many months is a vital element in student performance on tests.

PARENTAL ATTITUDES

Just as parental attitudes play an important role in influencing student attitudes toward learning, they can also be crucial to student test performance. In this context, it is important that the school systematically communicate with the parents about the testing program's purposes and importance.

Parents should be kept informed about the testing process. This can help alleviate some of the anxiety and tension which some students experience with tests. Parents must understand that unrealistic expectations can have as negative an effect on their children as no expectations at all. Parents are in a unique position to help motivate their children to do their best. It is crucial that parents communicate clearly to students that although the test results are important, the student is revered as worthwhile even if test results do not meet expectations. The demonstration of this attitude by both parents and teachers will help alleviate much of the student's fear of taking tests. In addition to demonstrating a positive attitude, parents should be certain that the children have had sufficient nourishment and rest so that they will be in the best possible physical condition when the tests are administered.

APPENDIX B

TIME SCHEDULE FOR TEST ADMINISTRATION

NOTE: Allow sufficient time (approximately 5 minutes) before students begin the subtest to distribute booklets, read directions, and make other necessary preparations. This preparation time is not included as part of the stated subtest time limit.

	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS	MATHEMATICS PROBLEM SOLVING	MATHEMATICS PROCEDURES	LANGUAGE FORM TA	WORD STUDY SKILLS	WORD READING
	K* T**	K* T**	K* T**	K* T**	K* T**	K* T**	K* T**	K* T**
Primary 2 Grade 2	30 20	40 40	—	46 50	28 30	46 40	48 25	—
Primary 3 Grade 3	30 20	54 50	—	46 50	30 30	54 45	—	—
Intermediate 1 Grade 4	30 20	54 50	—	48 50	30 30	54 45	—	—
Intermediate 2 Grade 5	30 20	54 50	—	48 50	30 30	54 45	—	—
Intermediate 3 Grade 6	30 20	54 50	—	48 50	30 30	54 45	—	—
Advanced 1 Grade 7	30 20	54 50	—	50 50	30 30	54 45	—	—
Advanced 2 Grade 8	30 20	54 50	—	52 50	30 30	54 45	—	—
TASK 1 Grade 9	30 20	54 40	48 45	—	—	54 45	—	—

K* = Number of Items

T** = Time in Minutes

SUBTESTS WITH MULTIPLE SITTINGS AND ATTEMPTEDNESS CHECKS

A student will receive a DNA (Did Not Attempt) score when they have not answered all items that make up the attemptedness check(s) for the subtest.

Definitions

Sitting — A portion of a subtest that begins with a sample item or follows a stop sign.

Attemptedness check — A specific set of items that must be answered to obtain a score for a subtest. There are two types of attemptedness checks—one for multiple sitting subtests and one for single sitting subtests.

>**Multiple Sitting Subtests:** A student must answer 3 of the first 6 items at each of the checks listed to meet the attemptedness check. If a sitting has 3–6 items, then a minimum of 3 items must be attempted to meet the attemptedness check. If a sitting has less than 3 items, then all items in the sitting must be answered to meet the attemptedness check.

>**Single Sitting Subtests:** A student must answer 3 of the first 6 items in the subtest or 10 items anywhere in the subtest to meet the atttemptedness check.

Note: Whenever a subtest is determined to be DNA, the corresponding Total as well as the Basic Battery and Complete Battery scores will be DNA. Whenever a subtest that contributes to Using Information and/or Thinking Skills is determined to be DNA, the Using Information and/or Thinking Skills score will be DNA.

See the table on page 43 for a complete list of Stanford 9 and OLSAT7 attemptedness checks.

APPENDIX B

SUBTESTS WITH MULTIPLE SITTINGS AND ATTEMPTEDNESS CHECKS

STANFORD 9 ATTEMPTEDNESS

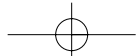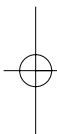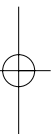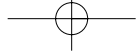| LEVEL	TEST	NO. SITTING	CHECK ATTEMPT
PRIMARY 2	Word Study Skills	4	1, 5, 9, & 13
	Reading Vocabulary	3	1, 19, & 25
	Reading Comprehension	1	1
	Math Problem Solving	1	1
	Math Procedures	1	1
	Language - (Form TA)	4	1, 5, 9, & 39
PRIMARY 3	Reading Vocabulary	3	1, 19, & 25
	Reading Comprehension	1	1
	Math Problem Solving	1	1
	Math Procedures	1	1
	Language (Form TA)	1	1
INTERMEDIATE 1	Reading Vocabulary	3	1, 17, & 24
INTERMEDIATE 2	Reading Comprehension	1	1
INTERMEDIATE 3	Math Problem Solving	1	1
ADVANCED 1	Math Procedures	1	1
ADVANCED 2	Language - (Form TA)	1	1
TASK 1	Reading Vocabulary	3	1,17, & 24
	Reading Comprehension	1	1
	Mathematics	1	1
	Language (Form TA)	1	1

OLSAT ATTEMPTEDNESS CHECKS

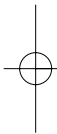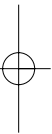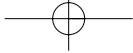**A student must attempt 3 of the first 6 items at each of the checks listed below.**

LEVEL	CHECK ATTEMPT
A, B, & C	1, 13, 25, & 41
D, E, F, & G	1

NOTES

NOTES

NOTES

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

9 789998 259461